

Writing Task and Rubric Introduction

Name: _____ Date: _____ Hour: _____

Part 1. Paraphrase the writing task in your own words.

WRITING TASK:

Should consumers purchase beef products that have antibiotics, hormones, or additives? After reading primary and secondary texts, write an argumentative essay in which you address the question and argue your position concerning the production practices of the beef industry. Support your position with evidence from the text(s). Be sure to acknowledge competing views.

PARAPHRASE:

Part 2. After reading the Meets Expectations level of your assigned rubric element (Focus, controlling idea, reading/research, development, organization, conventions, content understanding), discuss among your group members the following parts:

- a. Read score descriptions aloud for your assigned element.
- b. Highlight key words
- c. Paraphrase "Meets Expectations." _____

Part 3. Identify at least one element on the rubric, in which you would like to achieve in the "Advanced" category. List the scoring element below and why you can score in "Advanced" category.

Scoring Rubric

Name: _____ Date: _____ Hour: _____

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced		
	1	1.5	2	2.5	3	3.5	4		
Focus	Attempts to address prompt, but lacks focus or is off-task.	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.	Addresses prompt appropriately and establishes a position, but focus is uneven.	Establishes a credible claim. (L2) Develops claim and counter claims fairly.	Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.	Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.	Accurately and effectively presents important details from reading materials to develop argument or claim.	Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Controlling Idea	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.	Establishes a claim. (L2) Makes note of counter claims.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.	Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.	Accurately and effectively presents important details from reading materials to develop argument or claim.	Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Reading/ Research	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Establishes a claim. (L2) Makes note of counter claims.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.	Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.	Accurately and effectively presents important details from reading materials to develop argument or claim.	Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.	Establishes a claim. (L2) Makes note of counter claims.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.	Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.	Accurately and effectively presents important details from reading materials to develop argument or claim.	Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Organization	Attempts to organize ideas, but lacks control of structure.	Attempts to organize ideas, but lacks control of structure.	Establishes a claim. (L2) Makes note of counter claims.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.	Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.	Accurately and effectively presents important details from reading materials to develop argument or claim.	Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Establishes a claim. (L2) Makes note of counter claims.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.	Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.	Accurately and effectively presents important details from reading materials to develop argument or claim.	Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Establishes a claim. (L2) Makes note of counter claims.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.	Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.	Accurately and effectively presents important details from reading materials to develop argument or claim.	Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.

Do not lose this. You will be required to turn this in at the end with your paper.